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The AMERICAN TEACHER

Democracy in Education... Education for Democracy

A
Happy,
Prosperous
New Year
To You

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MEANY CALLS FOR ACTION ON FEDERAL AID

More Schools, Teachers Pay Vital To Country's Future!

State, Community Must Also Meet Mounting Needs

By George Meany, President,
American Federation of Labor
Written for The American Teacher

It is time to face up to the glaring educational deficiencies existing in our country and do something effective to correct them. The facts are clear and incontestable:

1. We need to build more schools. There is an admittedly heavy shortage of classrooms for the nation's children. In many parts of the



Mr. Meany

country, the schools have been allowed to run down disgracefully. There is no possible justification in a land as wealthy as ours for requiring children to attend school in firetraps.

2. We need to raise the standards of the teaching profession. There is an alarming scarcity of teachers. Low salaries and unsatisfactory working conditions discourage promising candidates from entering the profession.

3. The rehabilitation of our school system is a costly though vitally necessary undertaking. The states where educational standards are lowest are least capable of bearing the financial burden.

Only One Solution

When we consider these facts, only one solution is apparent. We cannot continue to depend entirely upon the states to improve educational conditions. The Federal government must assume its share of the responsibility by setting in motion without delay a broad program of Federal aid to education.

Whenever the subject of Federal aid to education is mentioned, its opponents immediately

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Congress Fiddles as Schools Burn!



Critically needed federal aid to help build modern school systems, replacing obsolete, fire-trap buildings, and to increase teachers' salaries, has been stalled in congress for more than a quarter of a century.

Meanwhile, with a majority of voters including organized labor asking for action, tragedies like those pictured above have recurred intermittently, and tens of thousands of low-paid teachers have left their desks annually.

Top photo shows destruction by fire of an obviously unsafe school in Harrah, Okla., in 1931, and the one below is of the burning of an elementary school in Cheektowaga, Buffalo, N. Y., suburb, in which 15 children lost their lives and a score were injured last spring.

It is time for America's classroom teachers to speak up. Let your senator and congressman know you expect them to support federal aid bills in the new congress.

Our Poet Says

Gitche to Madison For Annual Workshop!

On the shores of Lake Mendota,
On the campus of the Badgers,
Will foregather sundry teachers,
For the yearly workshop pow-wow;
Deep in summer is this meeting,
Making powerful union medicine.

Plans for the 12th annual A.F. of T. Summer Workshop are well under way.

As in years past, the University of Wisconsin School for Workers will be hosts to the 1955 workshop. The two-week session has been tentatively scheduled to begin on Sunday, July 10, and continue through Friday, July 22, on the beautiful campus at Madison, Wisconsin.

Featuring two "formal" courses in "American Labor History and Problems" and "Organization Problems of Professional Workers," as well as many informal sessions on union teacher problems and activities, the workshop should be of vital interest to many A. F. of T.

members. It is sponsored by the American Federation of Teachers, and the program is arranged and administered by the faculty of the School for Workers, with Robert W. Ozanne as director.

Also collaborating is the Madison workshop committee of the Executive Council, composed of James L. Fitzpatrick, chairman, George W. Beacom, William P. Swan, and Raymond L. Froelich.

Teacher Problems Class

In addition to the two courses on labor history and problems of professional workers, the third morning class will deal specifically with teacher problems, and afternoon sessions of a similar nature will be arranged. Director Ozanne hopes that the enrollment this year will be large enough so that these workshops on teacher problems can be broken up on certain days into

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New and Growing A. F. of T. Locals

Eight more Locals have reported making their membership quotas. They are: Salt River Valley, Ariz., Local 1010; Colorado Springs, Colo., Local 888; Capitol County, Ga., 188; Allen County, Ind., 830.

Also, Granite County, Ill., 743; Ottumwa, Ia., 1112; Butte, Mont., 332, and Kingston, N. Y., 781.

New Locals include the Gale Trade School Union, 1228, charter of which has been forwarded by Vice-President George W. Beacom.

Urge A. F. of T., Labor, Take Part In Conferences

The president and Washington legislative representative of the American Federation of Teachers recently issued alerts for the appointment of labor and union teachers' representatives to the state conferences on education authorized by the last congress.

The conferences are to begin early this year as part of the Eisenhower administration's education studies program which will culminate in a White House conference on education. Appointments to the state conferences are being made by governors.

President Megel sent letters to the presidents of state federations of labor urging them to secure the appointment of labor representatives, and also to state A. F. of T. presidents urging

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Mr. Megel

Aid and Tenure Top Most Plans In Legislation

Proposals to be pressed by state and local A. F. of T. federations in 1955 legislatures show nationwide concern for increased state aid for school buildings and teachers' salaries, better certification and tenure and better working conditions especially in terms of smaller class sizes.

The legislative programs also include a host of proposals affecting education and teachers in local situations, such as the repeal of a New York law hampering the teaching of biology, and a Wisconsin plan to integrate state institutions of higher learning.

Tenor of the programs indicates, however, that most federations are stepping up to the legislative plate with more determination than in past biennial ball games with often reluctant state lawmakers.

California Program

The California State Federation of Teachers is going before its legislature with a 16-point program. One proposal asks for a law providing for teacher hiring by school districts without regard to age, sex, color, creed, or marital status, religion or national origin; others for reciprocity of tenure between school districts; curb on abuses in the hiring of provisionally-credentialed teachers; and limiting class size and the total number of pupils per teacher per day.

It also seeks laws providing a \$4,000 minimum salary, limiting the time the teacher must stay on duty after the school day; sick leave reciprocity when a teacher changes districts; and also sabbatical leaves at not less than three-quarters pay; a retirement law; child care centers; a 30-minute minimum lunch period; freedom of organization and collective bargaining, and sickness and accident insurance, cost to be borne by school districts.

Chicago

The Chicago Teachers Union, asks for an increase in state aid until the aid amounts to 50 per cent of total public school cost. It seeks eight other classifications of state aid, and requested that the legislature, immediately upon convening this month, pay a deficit appropriation to the schools in order to offset current deficiencies.

The union asks for legislative permission to local boards to

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amend school budgets upward during the budget year if there is an increase in state aid; restoration of the maximum tax levy rate which was reduced in 1951; provision for the state to accept any possible forthcoming federal aid; pension safeguards; sick leave improvements; full academic freedom; statutory authorization for collective bargaining between boards of education and their employees; retention of an appointive board of education in Chicago, rather than an elected one "under present conditions" in the city, and provisions for the care of "uneducable but trainable children."

The union also favors continuation of the School Problems Commission; revision of the state constitution sections on state board of education selection; and on revenue, so that new tax sources for public schools may be used; fair employment and fair educational practices legislation; child welfare laws; continuation of teacher exchange agreements, and teacher social security under certain safeguards.

Connecticut

The Connecticut State Federation of Teachers is seeking legislation to secure permissive retirement at 30 years of service rather than the present 35, and points out that other Connecticut state employees may retire after 25 years.

It also wants a statewide tenure law to define fair dismissal practices for teachers after three years probation; and seeks also increases in salary maximums and minimums, to the national A. F. of T. proposal of \$4,500-\$8,000.

Connecticut union teachers also will demand a state subsidy to increase pensions to those teachers who retired before 1943 who now get an inadequate \$35 per month from the state. The federation seeks to raise this to \$50.

Idaho

In Idaho, the state federation is asking tenure improvements in terms of continued contractual service and drafted a model law covering certification tenure, removal or dismissal of teachers in contractual continued service, and hearings and appeals thereon.

The federation opposes any dilution of certification requirements; and also a law authorizing the issuance of permits or sub-standard credentials. It also discussed Social Security for teachers but arrived at no conclusions.

New Jersey

The New Jersey State Federation of Teachers seeks improved state aid and taxation for schools, higher salaries, and better pensions in its legislative program.

It advocated calling a state convention to revamp the tax structure on the local, state and county level, and asked that \$5 million be set aside for emergency school construction in areas needing it.

Regarding salaries, it called for a state-wide range of \$4,000-\$7,000, increased increments, and attainment of maximums after 10 years experience regardless of degrees.

Teacher pensions should be integrated with the federal social security program, the Federation said. It also called for per-

March Issue to Carry Summer Study Tours

The March issue of the American Teacher will publish a summary of "International Summer Study Opportunities," prepared by the A. F. of T. International Relations Committee.

This year's summary will cover approximately 100 study tours throughout the world and will include the specific location of each course, the area of study, credit offered, cost, dates, deadline for application, and the college or university offering each course.

missive retirement of any teacher with 35 years of service, at 25 per cent of salary regardless of age.

The Federation also called for funds for the state teachers' colleges to reduce cost of tuition and to provide free tuition to candidates of lower income families who qualify.

New York

The Empire (New York) State Federation of Teachers goes to the state legislative arena this month with a full program of proposals.

Salary-wise, the newly-elected Democratic Governor, Averill Harriman, will be asked to back an additional \$100 million state aid appropriation for schools and teacher salaries, the latter to be with minimums of \$4,000 and \$4,500, and maximums of \$8,500 to \$9,000, depending on class of city in which the teacher is employed.

The E. S. F. of T. will also fight for strengthened life tenure provisions; increased and improved pensions and pension laws; and the guarantee of "basic freedoms" to teachers.

In the latter category presently are two laws, one a no-strike law for public employees containing drastic penalties, and the other a law supposedly to keep subversives out of schools. The federation contends there are enough other laws in effect to eliminate subversives. The federation will also go after a law advocated by a religious group to limit the teaching of biology.

Other New York aims include placing teachers under Workmen's Compensation laws; limiting the school year to 190 days between Labor Day and July 1, and teachers' pay in ten monthly checks between September 1 and July 1. These measures are needed to fight what the federation calls "The trend toward using teachers during summers as community 'baby-sitters,' recreation leaders, etc."

Abraham Lefkowitz, veteran teacher and legislative representative of the E. S. F. of T., who drew up the report for publication to the locals, closed it with a ringing statement of federation aims. He closed the statement by saying:

"We can attract many . . . teachers and save our civilization, if we but have the will to finance education as liberally as we finance war. To that task, we, of the Empire State Federation of Teachers, rededicate ourselves."

Ohio

In Ohio, the executive council of the state federation of teachers decided to press for passage of a few important proposals in the legislature rather than spread its efforts over many.

Primary consideration will be given to a bill to fix the membership of the state board of education at nine members with terms of six years, three to be elected every two years, and to have it made an appointive board to be selected by the governor with the consent of the senate. No more than five members are to be from any one political party. No board member or the state director of public instruction would benefit from school contracts. Eleven powers would be vested in the board. These range from responsibility for rules and regulations governing possible federal aid to education, to final approval of all school and school district consolidations.

The council also decided to favor a bill guaranteeing a 40-minute lunch period free from all duties for every teacher. It approved severance pay in an amount equal to the teacher's accumulated sick leave, and urged the appointment of O. F. of T. members to local, state and federal educational commissions. Adjustments in the state's retirement law for teachers will be sought.

The council bitterly condemned the efforts of school administrators in Ohio to "alleviate the so-called teacher shortage by permitting certification of teachers who have become 'qualified' through short courses and make-shift training programs."

It said that full advantage is not being taken of the existing reservoirs of trained and qualified teachers within the ranks of former teachers, retired teachers, and so on.

Oregon

The Oregon State Federation of Teachers is pressing for better tenure laws. Tenure in the state is now limited to teachers working in school districts of 20,000 or more population.

A law to hold class sizes to no more than 25 mentally normal children and no more than 15 mentally retarded children per teacher is also sought.

The federation wants a provision in the law excluding secretaries, councilors, teachers of special education, and administrative or supervisory personnel from being counted as teachers when computing how many teachers will be needed with the requested class sizes.

For better security and higher professional standards the federation is seeking a minimum salary on a statewide, single salary schedule of \$3,800 per year for a bachelor's degree. This would also eliminate individual teacher employer bargaining, the federation says.

Also under consideration by the federation at press time were liability insurance for teachers on the job, and increase in pensions in addition to Social Security.

Pennsylvania

The Pennsylvania Federation of Teachers has lengthily discussed Social Security coverage and voted to study it further and to prepare special bulletins on the study for the member-

Make Baltimore Salaries Survey



Isaac Miller, Howard Siedman and Henry Waskow of Baltimore Teachers' Union. Siedman is president of the union and Waskow is chairman and Miller a member of the committee which made salary and occupational studies. Story on Page 12.

Meany Urges Action

From Page 1

ly raise two objections. They call it "socialism" and they insist it will result in Government domination of the schools.

These arguments are unfounded and flimsy, embroidered out of threadbare propaganda.

Was it Socialism when our Federal government subsidized the nation's private airlines, its steamship lines and railroads? Of course not. It was a good business investment in the future prosperity of the country. In the same way, it can easily be proven that Federal aid to education would be an equally sound investment.

Vital for Defense

America's children are the nation's greatest resource—a resource that can be developed only through education. We will need hundreds of thousands of scientists, engineers and technicians in the years to come. How can we get them without expanded educational facilities?

The defense needs of the nation will require intelligent, educated workers and soldiers. How can we count on them if we raise children as semi-illiterates? The health needs of our country call for more doctors, dentists, medical researchers and nurses. How can we meet these needs without providing adequate training facilities?

The specious warning that the expenditure of Federal funds for aid to education is certain to result in Federal control of education is intended to frighten unthinking people with a danger that does not exist. It is unthinkable that Congress would appropriate funds for education without writing into the law safeguards to prevent bureaucratic interference with the operation of our schools.

Free Education Essential

The American Federation of Labor has long pioneered in the field of public education. From the beginning we have felt that

ship. It will, however, seek retirement improvements in this year's legislature.

Washington

The Washington State Federation of Teachers plans a fight for better tenure laws and repeal of the state sales tax on food and clothing and substitution of a graduated income tax. Other proposals include reduction in class sizes, and a statewide minimum salary schedule.

The Wisconsin State Federation of Teachers 1955 legislative program will be found on page — under the heading, "Wisconsin Maps Legislation for State Aid, Pensions."

every American child is entitled to a decent, free education and we fought unrelentingly to attain that goal.

At the same time, our labor movement has always insisted that there must be no outside interference with the freedom of our schools, either from governmental or private sources. We do not believe that politicians or the National Association of Manufacturers have the right, either through the exercise of administrative power or gifts of money, to influence or slant the course of education in our country.

As an outstanding advocate of Federal aid to education, the American Federation of Labor would be the first to defend the freedom of education from attack.

Communities Must Do Part

While conditions make it increasingly essential for the Federal government to provide aid to education, that does not mean that our states and communities should be permitted to escape their share of the responsibility for providing good schools and high standards for teachers.

Education always will remain primarily a local concern—and it should be. Each municipality and each state must continue to shoulder the major portion of the burden. Indeed, every parent, interested in the good education of his children, should see to it that local government toes the mark and maintains high educational standards.

Labor's Aid Increasing

It is encouraging to note the increasing number of labor representatives serving on local boards of education. This is indicative of the greater activity of State Federations of Labor and the Central Labor Unions in the educational field. It is my hope that the local branches of the American Federation of Labor will all realize that they can promote better community relations by exerting constructive leadership for higher school standards.

The teachers of our country are also beginning to understand that they can attain improved standards far more effectively by collective action rather than individual protests. The American Federation of Teachers has rendered yeoman service in the fight for better schools and decent treatment of teachers.

No one can help the teachers unless they help themselves. My advice to them is simply to join the one union in the field which is completely devoted to their interests—The American Federation of Teachers. Once fully organized, the teachers will find that they can command greater respect and win the improved conditions to which they are entitled by the importance of their work.

Are Maximum Salaries Mostly Mythical?

Connecticut Report Shows Few Get Them

NEW HAVEN, Conn. — Who gets those widely publicized and advertised maximum salaries?

The executive secretary of the New Haven Federation of Teachers, Local 933, checked the current report of the Connecticut State Department of Education to find out and came up with the conclusion that teacher maximums are mostly mythical.

They represent more of a



Mrs. Leighton

"now you see it, now you don't" numbers game than a true picture of teachers' top salaries.

Top Brackets Thin

Mrs. Ruth B. Leighton found, for example, that while the maximum in the state is \$7,149, there were only 11 out of 8,710 elementary teachers and 99 of 4,283 secondary teachers receiving \$5,950 or more annually.

Another unpublicized salary "gimmick" uncovered, Mrs. Leighton said, is the fixing of maximum and mean salaries, then failing to place teachers on

their proper scale in them until two or three years later.

In New Haven, the published 1949 salary range was \$2,200 to \$4,500. But, no New Haven teacher in 1949 or 1950 received the maximum, even those with the 16 years service, which allegedly qualified them for it.

Public Uninformed

"The public is rarely made aware in newspaper publicity of the discrepancy between a proposed salary schedule and the actual salary paid," Mrs. Leighton said.

Again, in 1951, with a \$2,800 to \$5,000 range adopted, only teachers at minimum received their proper salary; no teachers on any other year level of experience was in his or her proper salary bracket.

The 709 New Haven teachers with 16 or more years experience (out of a teaching staff of 1,000) must wait until this month to receive their maximum of \$5,000. This is a three-year lag, and newspaper readers have been misled to believe that for these three years, teachers with 16 or more years of service have been happily receiving the \$5,000 a year.

This situation persists. In 1954 a range of \$3,200 to \$5,400 was adopted but again only teachers at minimum levels receive the new salaries in full. Teachers at the maximum, get only a part of the increase (\$200) toward the new maximum, and they must wait until 1956 to reach the full new top of \$5,400.

Fail to Get Top Pay

"It is a matter of record, from 1949 to 1954," Mrs. Leighton said, "that many New Haven teachers who had taught from 35 to 40 years never reached their maximum before their retirement in that period."

"The New Haven story can be duplicated in almost every city in Connecticut.

"Is the Connecticut story typical of the other 47 states?" she asked.

All Year School Plan Questioned in Los Angeles

LOS ANGELES, Calif. — All-year school plans pose many more disadvantages than advantages to those concerned with local education, a committee which studied all-year proposals here, reported.

It concluded that pupils, teachers, parents, and school maintenance, finance, transportation and administration would suffer under the program.

The Committee to Study the All-Year Plan reported its findings in an 81-page book which was summarized and editorially commented upon in the Union Teacher, newspaper of the Los Angeles Teachers Union, Local 1021.

Disadvantages Listed

Leading the list of disadvantages for teachers was the increased amount of teacher work which would be necessitated by the extensive school re-organization required.

The plan also would cause assignment of substitute teachers every quarter which would in many cases eliminate definite classroom assignments and the ready availability of teaching materials. Also, the report said, university schedules as now set up would not synchronize.

Furthermore, the addition of two graduations and two school

openings each year would cause a corresponding increase of the work-load which is always attendant upon such activities.

To maintain a complete school program, teachers would have to teach more subjects and teach them at more different levels, the committee said.

The plan might also require teachers to circulate from school to school as substitutes for one quarter of the year, the committee found, and expressed doubt that competent teachers would be willing to do this.

It also said that the orientation of new teachers would be made more difficult under the plan.

Advantages Claimed

Advantages claimed for teachers were:

Those who wished to teach all four quarters would be freed, in many cases, from the necessity of taking non-professional employment during summers.

The plan might result in a reduction of overcrowded schools in certain areas and would permit normal-size classes in the areas.

It might also permit the more efficient use of fully-qualified teachers and limit the necessity of using teachers whose prep-

Livestock vs Children

Megel Calls Report Federal Aid Not Needed Perversion of Logic



They gave Mrs. Florence Sweeney a well-deserved testimonial dinner on her retirement as a Detroit teacher: Seated, left to right, Gov. G. Mennen Williams of Michigan, Mrs. Sweeney, and Circuit Court Judge Ira W. Jayne; standing, Frank X. Martel, president of the Detroit and Wayne county Federation of Labor; Mary E. Kastead, executive secretary, and Antonia Kolar, president of the Detroit Federation of Teachers, and Patrick V. McNamara, senator-elect and member of the Detroit board of education.

Teen Age's Too Tough Veteran Teacher Quits

DETROIT, Mich. — A founder and nine-time president of the Detroit Federation of Teachers, Mrs. Florence Sweeney, discussed the problem of hostile, unruly students who disrupt classes and burden teachers, in an article, "Today's Teen-Agers Are Too Tough for Any Teacher," under her name in Parade Magazine, a Sunday newspaper supplement.

The burden and trouble of teaching the uncooperative minority of high school students was more than she cared to inflict on herself any longer, she said, in explaining why she left a highly successful, 32-year teaching career.

Youngsters Imitate Adults

She said this kind of behavior is absorbed, even by the least intellectual student, who sees its counterpart in adult life—especially in the name calling and smear of political life. One class discussion of a short story brought out the following kind of repartee, Mrs. Sweeney wrote:

"That's just what you think."
"You always were a dope."
"Oh, yeah?" "You want to make something out of it?"
"You sound like a Communist."

aration is below normal standards.

It was also concluded that the plan would cost more money than the present system.

Minnesota Against It

Seven out of 10 Minnesota adults polled by the Minnesota Poll of the Minneapolis Tribune said they did not approve of lengthening the school year.

Some said the youngsters needed the outdoor playtime in the summer. Others said it would "be too hot to do much

"Why don't you go back to Russia?" This class, she added, came from normal homes with average incomes.

Makes Pension Look Good

She said the level of student discussion and students' treatment of one another mirrored what they see and hear adults do, and that this kind of conduct is making "even a slim pension" seem attractive to many teachers, who don't wish to put up with it any more.

Mrs. Sweeney blamed the war and post-war breakdown in family stability with its loss of love and discipline, the "displacing" of many rural and small town children who have been uprooted to live in cities, the example of television, and parentally fostered student cliques who "patronize" teachers, as some of the causes of the breakdown in school discipline.

Labor Paper's Comment

An editorial in Labor, newspaper of the standard railway brotherhoods, noting Mrs. Sweeney's article (Parade, Oct. 31), asked:

"What kind of voters will these children be when they grow up? Will they suddenly change at the age of 21 and measure candidates by records and issues, or will they be ripe fruit to the Big Lies of some future Hitler, Stalin or McCarthy?"

studying anyway," the poll reported.

The polls showed that 75 per cent of adult Minnesotans felt the vacations were not too long, 21 per cent said they were too long, one per cent qualified their answers and three per cent had no opinion.

On the basis of population groups, 82 per cent of farmers polled were against the lengthened year, 72 per cent of town people, and 69 per cent of city dwellers.

PROVIDENCE, R. I. — President Carl J. Megel has challenged the report of an Eisenhower committee of which he is a member, that federal aid to education is unnecessary and declared the administration is showing more concern over the country's livestock than the education of its children.

Megel, member of the subcommittee on Federal Responsibilities in the Field of Education, spoke to the New England Regional Conference of the A. F. of T. here.

He said he wrote Dr. Adam S. Bennion, Salt Lake City, Utah, committee chairman, that he could not "in good conscience" sign the report which holds that federal aid to education is not needed.

Challenges Report

Megel attended a recent meeting of the committee which is a subcommittee of the Commission on Inter-Governmental Relations, set up by President Eisenhower to study and make recommendations on various governmental policies and agencies.

Megel wrote Bennion that it was "a perversion of logic" to hold that the federal government is responsible for "a cow or a pig, or building a road" and not for the education of the nation's children.

In challenging the report, Megel wrote: "I have had occasion to visit nearly 500 schools in the last several years, and can say without reservation that the condition of our schools is a disgrace to our great nation."

Need for Aid Urgent

"If we were to build all the schoolrooms we now need, the total would be equivalent to a building one schoolroom wide, and one schoolroom high, extending from New York to San Francisco and back to New Orleans."

"I don't have to tell you either, that federal aid is needed for more than just new school buildings," he told the New England conference.

"We can have glittering new buildings and dull students to fill them unless we get federal aid for teachers salaries to cope with the problem of underpaid, overworked teachers who will not, and should not be expected to remain in the shiny new buildings when they can get a living wage elsewhere."

To Fight Illiteracy

"We also need federal aid to combat the shame of illiteracy in a nation which prides itself on its level of education but whose armed forces have to set up schools to teach many draftees how to read and write."

"We need federal aid for scholarships for needy students who have the brains but lack the money for higher education. We cannot afford to waste brains by stinting on scholarship aid to intelligent but financially poor students."

"We also need federal aid to provide better child health and welfare services in our schools, so we can have a nation of healthy, well-adjusted youngsters. Federal aid for school health and welfare programs is a long-range investment in a strong, sound and healthy future citizenry."

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Union Teachers Face 1955!

By James L. Fitzpatrick

As the first issue of The American Teacher newspaper makes its debut, and as teachers look forward to the new year, some survey of the prospect before us is in order.

The age in which we live is somewhat similar to the one portrayed in Dickens' *A Tale of Two Cities*, when he wrote: "It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; . . . it was the spring of hope, it was the winter of despair." While the contrasts today may not be as sharp as the absolutes of Dickens, yet for us teachers, to use the language of so many of the teen-agers we teach, it is "a crazy, mixed-up world."

Despite progress of a positive nature for teachers in many communities, and despite evidences of success and good times in many areas of American society, for a great number of teachers and the schools of many communities "the time is out of joint." And the teachers' union, like Hamlet, has a destiny to make the attempt "to set it right."

Of first concern to union teachers is the area of freedom, whether it be the freedom of political thought and action or whether it be the freedom to learn and to teach without fear of reprisal. "We must create an atmosphere in which education and learning can flourish," declared Henry Steele Commager. "This we are not doing. We must cease harassing our teachers and our educators, exposing them to contumely and to suspicion. We must cease meddling in their intellectual and private affairs." He spoke out against "the indignity of teachers' loyalty oaths and legislative investigations to discover subversives among teachers."

Union teachers must continue the struggle in 1955 to maintain or restore the traditional freedoms of a free people, and must help restore self-respect in the minds of teachers, for freedom cannot be taught by intimidated teachers.

In many localities, especially where we have young locals, union teachers have to fight to gain recognition as legitimate spokesmen or bargaining representatives of the teachers. Or they may have to battle against discrimination policies which attempt to discourage, or prohibit, them from joining the teachers' organization of their own choice. Some, too, are struggling to get the right to attend their own state convention or conference.

Legislative problems will challenge union teachers as the year opens. With an alert from the national office, state federations have done a better job than usual in formulating legislative programs. Ten state federations and the Chicago local had sent in copies of their programs and proposals to the national office, and others are expected. These have come from Connecticut to California. And a news story in this issue of The American Teacher indicates that the tenor of the program shows that the teachers are more militant and determined than in years past.

We hope that these programs have been worked out in conjunction with the state federations of labor, or will be assured of full labor support. For it is only with united labor backing and the effective support of other liberal groups that we can gain much by way of improved legislation for the schools.

The programs show nationwide concern for increased state aid, not only for increasing teachers'

salaries, but also for better school buildings, the crying needs of our times. Tenure laws and improved job security, as well as improved certification, and better working conditions are among the federation proposals.

Some state federations have wrestled with the problems of social security, but none seem to have any definite proposals as yet. Further study and cautious approach seem to be the general policy. Serious and continued study should be made, and effective committees should be set up for that purpose. This may be one of the most significant issues for the future old-age security of teachers, and teachers should be prepared for a referendum, since one can be ordered at the discretion of the state legislature.

Finally, union teachers as they face 1955 should be interested in continued enthusiasm for the drive for new members. No matter how successful the October drive, there is another golden opportunity for a spring drive in many communities. Greater membership obviously gives us greater strength. Our hope and our purpose is to build bigger and better locals, and thus to enhance the power and prestige of the American Federation of Teachers, for the purpose of working for better public schools and the welfare of all teachers and the children of the nation.

So, union teachers, face 1955!

The Best Organizer

By Edward A. Irwin

At various times suggestions have been made to the effect that organizing would have to be the work of outside organizers coming into the area. I do not agree.

The best union organizer is a union teacher, a teacher who believes that teachers are capable of having constructive ideas, who believes that these ideas can be formulated and presented in behalf of teachers so that our schools, the students, and their teachers will benefit.

Teachers who do not believe that teachers have such ability or that they should not use it even if they have it should not join us; perhaps they should not join any organization. Let them stand as monuments to a dead but not buried era when teachers outside the classroom might be seen but not heard.

Inequity in Education

From Labor's Daily

Some school children have nearly seven times as much money spent on their education as do others, depending on what city they live in, the United States Office of Education has revealed.

In 110 small cities of 2,500 to 10,000 population, annual public school expenditures ranged from \$97 per child in the South (Batesville, Ark.) to a high of \$676 in a very upper-income suburb of New York City (Bronxville in Westchester County).

Among 131 slightly larger cities—10,000-25,000 population—the average child in the top-spending city school system (Shorewood, Wis.) had \$399 devoted to his education while the lowest spent per child, \$89, was in crime-soaked Phenix City, Ala.

The biggest outlays per average child in a group of 93 cities of 25,000-99,999 population were in two northeastern cities (East Orange, N. J., and Poughkeepsie, N. Y.) where \$373 was spent, while the low in this group was a southern city (North Little Rock, Ark.) where \$118 was all that was devoted.

In a group of 80 cities of over 100,000 population, \$395 was spent per child in the top northeastern city (Newark, N. J.), while \$134 was the low in the group—a southern city (Memphis).

Education Commissioner Samuel M. Brownell issued the reports giving these and other figures on the expenditures, but did not state what they mean.

He said merely that the data "will be helpful to school administrators and others in seeing how their cities stand comparatively in the amount of money spent on costs of teaching, administration, and other current expenses in public education." (The figures do not include construction costs.)

Other school experts, writing as individuals, have estimated that an acceptable minimum education costs \$260 to \$300 a year per pupil. For an "enriched" program, 10 per cent should be added, bringing the range to \$286-\$330. Local factors affect these averages.

Large cities and rural areas need to spend somewhat more per child than small cities, for example. That's because large cities have larger engineering and construction costs (including land costs), while rural areas have big school bus outlays. Schools in warmer climates need less fuel. However, despite local factors:

Northeast cities spent more than any other group. From the largest cities to the smallest, by groups, the northeast cities spent \$310, \$296, \$264 and \$286 on the average. The averages in the four southern groups were \$217, \$177, \$160 and \$170, going from the large-size group to the small ones. Western cities spent averages per child of \$283, \$234, \$242 and \$246. The north central figures: \$267, \$257, \$237, and \$240.

The President's Column

By Carl J. Megel

AS WE APPROACH A NEW YEAR we bring sincere good wishes that it may be a happy and prosperous one for you. It is well said that the experiences of the past interpret the future. In this respect the American Federation of Teachers can look to the past year with pride of accomplishment.

Across the nation hundreds of locals were able to secure salary increases, move toward improving working conditions and advance the rights of teachers for democratic expression. These accomplishments were made in spite of increased enrollments which aggravated classroom tensions.

During the past year the membership of the American Federation of Teachers reached an all-time high. This is a distinct compliment to our members and to the officers of our locals that during this year, when anti-union pressures increased, our organization could show significant membership gains.

RESULTS OF OUR MEMBERSHIP CAMPAIGN is extremely encouraging. Elsewhere you will find a list of the locals which have already made their quotas. While we compliment these locals for having attained their quota, we are further encouraged by the fact that over 100 locals need only a few additional members in order to make their quota.

In December Vice President McGinnes, Vice President Swan and I met with President George Meany and with Secretary-Treasurer William Schnitzler requesting assistance from the American Federation of Labor in our organizational program. President



Meeting at which organization campaign conference of American Federation of Teachers and AFL department of organization was scheduled for Chicago, Dec. 27 to 29, along with AFT Executive Council mid-year meeting. Peter McGavin (left), AFL assistant director of organization, reviews plans with William F. Schnitzler, secretary treasurer, in session with President Megel and (standing) AFT Vice-Presidents F. Earl McGinnes and William F. Swan, and AFL Regional Director George K. Reese of Chicago.

Meany assured us of their support and suggested a review of our activities and our potentialities before recommending a plan of action. Assistant Director of Organization, Mr. Peter McGavin and Mr. George Reese, later met with the Executive Council of the American Federation of Teachers. A report of these meetings will be forthcoming.

The strength of our organization lies in our membership. In this super-atomic age the teachers of America have a greater responsibility in the promotion of economic independence and peaceful relations among nations than ever before in our history.

ACROSS THE NATION MANY LOCALS were able to secure legislation to improve their pension system. The passage of legislation providing inclusion of teachers under social security will provide long range benefits for the teaching profession. It must be remembered that this legislation could not have been passed except for years of courageous sponsorship by the American Federation of Teachers and the help of the American Federation of Labor. We are encouraged by the increased participation and interest by teachers, and particularly the members of the American Federation of Teachers, in the political life of the nation.

Definite gains were made as a result of the November election. Labor's League for Political Education reports optimistic gains favorable to labor and liberal legislative philosophy. In the Senate four new liberals were added to the present count. In the House, 154 members, who were endorsed by Labor's League, were elected. In addition, 29 other Congressmen have in the past supported social and labor legislation. If we are going to secure federal aid to education, these are the members of Congress who will be called upon to enact the legislation into law.

Many AFT members were elected to important legislative offices including the re-election of Senator Paul Douglas of Illinois and Senator Hubert Humphrey of Minnesota.

THE PRESERVATION OF OUR DEMOCRACY and our very existence depends upon our continued activity in promoting and fostering social and liberal legislation. The recent campaigns to enact "right to work" bills in various states is a case in point. As of this date, 17 states have passed "right to work" laws. These laws are not "right to work" laws but

(Turn to Page 8)



John Griffith, Detroit Free Press writer, and Jane Lovejoy, Detroit board of education member, hold scrolls of honor presented to them by Antonia Kolar, Detroit Federation of Teachers, Local 231, at recent Detroit Institute Day, for their services to education. President Carl J. Megel, who addressed institute, looks on at right; Frank X. Martel, president of Detroit Federation of Labor, is at the left.

Hawaiian Flowers, Surf, Hospitality, Triple Charm For an Exchange Teacher

PATERSON, N. J.—President Eisenhower, ex-President Truman, Adlai Stevenson, Japanese Crown Prince Akihito, and Mrs. Helen Derby were all in Hawaii at the same time.

But while the former were on various kinds of political and other junkets, Mrs. Derby, an active charter member of the

low teachers not to lose sight of the advantages such a program offers.

Flowers and Harmony

Arriving by liner for her year of teaching in "The Crossroads of the Pacific," Mrs. Derby and her husband were welcomed with leis at the dock where three of her future colleagues met them at 6 a.m.

Later she was honored at welcoming receptions by the faculty, the P.T.A., the Business and Professional Women's club, the Y. W. C. A. and the governor of the territory.

She was particularly impressed by the friendly, democratic American society that has evolved in the islands in the last 50 years with its amalgam of Polynesian, Chinese, Japanese, Korean, Portuguese, Filipino, Puerto Rican, and "Haole" or native American cultures. "There is no Jim Crow," she said, "and all live and work together harmoniously."

America at Its Best

Scenery unmarred by billboards, beautiful parks and beaches open free to the public, the Academy of Art, modern well-stocked supermarkets and department stores, the gay aloha dress of both boys and girls left her with the impression, she said, that "Here is America at its best."

"If the Hawaiian teachers profit from their exchanges to the mainland, I am convinced that we mainlanders profit even more in having our horizons broadened by an exchange to Hawaii," Mrs. Derby said.



Mrs. Derby

Paterson Teachers Union, Local 48, was enjoying her stay as an exchange teacher at Honolulu's Kaimuki Senior High School.

The friendliness, gaiety, color and pageantry of the islands particularly impressed her, she told friends after her recent return home. The territory of Hawaii seeks and welcomes mainland teachers, and the department of public instruction definitely encourages teacher exchanges, she said, in urging fel-

A. F. of T. Joins 69 Organizations To Solve Children's Problems

The American Federation of Teachers was one of 69 organizations whose representatives met in Washington, D. C., to discuss solution of children's problems in the home, school and community, at the Eighth Annual Conference on Elementary Education of the Department of Health, Welfare and Education.

The result of the conference was the setting forth of what each organization would do to implement the goal of bettering the lives of the nation's children in the three areas.

A. F. of T. participants were William P. Swan, federation vice-president, and member of



Miss Gleason

named as school responsibilities.

The community should have the responsibility of providing adequate recreation, good government, mental hygiene, and child guidance services, the conference agreed. It added that it should provide for adult education, cultural opportunities, outdoor areas (camps, parks, etc.), and should make these resources readily available to all.

Other community responsibilities named were: The promotion of junior civic groups, provision of work opportunities, protection of children from bad literature, establishment of health protection and immunization programs, and abolition of discriminatory practices.

A. F. of T. Pledges Help

A statement from the A. F. of T. delegates in response to a request for information on how each organization planned to implement these responsibilities, said: "The American Federation of Teachers can coordinate its potential to be more effective in each community. Because of our peculiar position—as education-

al workers actually in the field, parents, members of labor groups—we can and should provide the stimulus and leadership for the best education of our children."

The A. F. of T. also said it would contribute to the solution of school problems by public relations activities to educate the American people to the fact that there is a crisis in education; by publicizing the need for \$15 billion for public school rehabilitation and the need for federal aid; by emphasizing the need for better teacher pay, good working conditions and old age security for teachers; also by continuing to emphasize the importance of teacher welfare as part of a sound educational program.

Better Teacher Recruitment

The conference also called for more research into all the problems involved in school-home-community relations, and for action on more and better teacher recruitment. It recommended that the armed services use their opportunities to acquaint personnel with the teaching profession as a future source of employment, and to offer study of the profession to their personnel.

Security and success for children in school, discipline, family-life education, importance of cooperative thinking, utilization of mass media, publicity, camping as part of education, and mental health services were other topics upon which a variety of suggestions and recommendations were made.

The participating organizations pledged to use all means to give fullest publicity to the actions of the conference. Vice-President Swan urges that American Federation of Teachers' Locals implement its recommendations as they may relate to problems in the Locals' communities.



Mr. Swan

the Gary Teachers Union, Local 4; and Mrs. Evelyn Gleason, member of the West Suburban Teachers' Union, Local 571.

Standards and Responsibilities

They and 118 other delegates formed work groups to recommend action on the conference theme: "What Are the Problems of Today's Children and Youth?"

The conference agreed that the home, school and community must set up certain standards and opportunities for the best development of the child. They then defined the responsibilities of the three areas and proposed that the areas meet the responsibilities by various means.

It was agreed that in the home, standards set for children should conform to the children's natural level of accomplishment; thus they should be few in number, consistently held, and not changed frequently.

The conference added that the home should also provide opportunities for choice, a healthful atmosphere in which the child knows he is loved and wanted, has a feeling of support, and is given specific responsibilities.

Program for Schools

It recommended that the school should be responsible for developing a sense of values and maintaining a consistency of standards throughout the educational process.

Expanded guidance and counseling services, smaller class sizes, more parent conferences and participation, increased use of community resources, and provisions for exceptional children and individual pupil differences, were

How Much Is Teacher Worth? Mrs. Greve Cites Some Answers

FORT WAYNE, Ind.—A question perennially plaguing civic leaders, school administrators, PTA's, teacher-training colleges, taxpayer groups, and teachers themselves, is "How Much Is a Teacher Worth?" Florence Greve, research director of the A. F. of T., told a recent institute of the Indiana Council of Teachers Unions here.

She then cited salary scales in a number of communities which she said, "are pointing the way toward a professional salary for teachers."

The lowest salary mentioned by her was \$3,500 for a beginner with an A.B. in Mount Vernon, N. Y., and the highest was \$8,075 for a Ph.D. with 17 years of service in Grosse Pointe, Mich. The other cities paid salaries according to degree held and length of service. They were Newark, N. J.; New York City; San Francisco; and Balboa, C. Z.

New A. F. of T. Minimum

"If we must compute a teacher's worth in dollars and cents," Mrs. Greve said, "the A. F. of T. has set up a minimum salary schedule for an A.B. degree of \$4,500 to \$8,000 in seven or less annual increments."

Citing Great Neck, Long Island, as a community that pays its teachers what they are worth

and in recognition of the importance of their professional status and to the community, Mrs. Greve quoted a New York Times story that described the teacher situation there.

Teachers with bachelor's degrees get from \$3,600 to \$6,400 yearly, masters or its equivalent, \$3,900 to \$7,500 and a doctorate or its equivalent, \$4,200 to \$8,000.

She added that since 1946 teachers' salaries in Great Neck have been raised eleven times, from a \$2,000-\$4,800 range to the present high ranges.

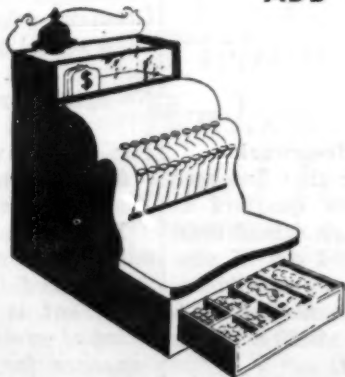
Purpose—More Teachers

Purpose of the high salaries, according to the school superintendent, "is to attract and retain a sufficient number of teachers of outstanding qualifications," Mrs. Greve quoted the story as saying.

Since the war, enrollments have doubled in the community, teacher hirings have more than doubled and the school budget increased almost four times, the story said. "The school tax rate has gone up during this period from \$1.14 per \$100 of assessed valuation to \$3.29."

School officials there pointed out, the story added, that "the moral of all this was that it costs money to operate a good school system."

ADD IT ALL UP



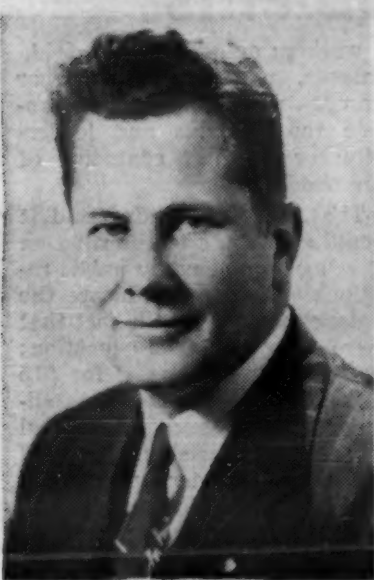
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Chicago, Detroit Urge Teacher Protection



Mr. Fewkes

CHICAGO, Ill.—The president of the Chicago Teachers Union, Local 1, has challenged the Cook County state's attorney for the prosecutor's published criticism of teachers made at a court hearing for four teen-age toughs who disrupted South Shore high school here.

John Gutknecht, the state's attorney, had said that teachers needed "backbone" and indicated that teachers and students should have repelled the invaders who badly beat a student and tore up a study hall.

John M. Fewkes replied to Gutknecht in a statement to the press saying Gutknecht had no business "expecting teachers to be jiu-jitsu experts who can stop their work to throw marauders out on their ears."

Teacher Slaying Recalled

Gutknecht had said in court: "Back in my day, I've seen a little 22-year old, 80 pound teacher toss a big 180 pounder out on his ear," and had indicated he couldn't see why teachers and students nowadays shouldn't do the same.

"The teachers are at a loss," Fewkes said, "to understand Gutknecht's statement that teachers and pupils should attempt to obtain law and order by mob action."

"Recently a coach-physical di-

Two major American Federation of Teachers Locals have taken new steps in the disorder problem, as school administrators "study" outbreaks. The Motor City Teacher Federation has requested a review of school policy, while John M. Fewkes asked that a policeman be assigned to each high school in Chicago.

rector was stabbed to death while making such an attempt in a downstate Illinois school.

"The kind of reckless criminal, whatever his age, who enters school buildings with the intent and purpose of committing acts of vandalism and assault is no more the responsibility of the teachers and students than Gus Amedeo (a man who was recently shot to death by Chicago police after escaping from Criminal Court here) was the responsibility of the judges and spectators in the court room from which he escaped."

Police Help Lacking

He continued: "State's Attorney Gutknecht knows full well that any public school teacher who uses physical force with a student might be called upon to explain such action to the board of education."

He also called for police, courts, and parents to accept their just responsibility to help teachers perform "an increasingly difficult task of maintaining order and discipline in the schools."

Fewkes demanded, as he has in the past, that a policeman be detailed to every high school in the city, as was the case until about two years ago.

The police were withdrawn from all but a few high schools then, in an effort to conserve manpower, but Fewkes and the union have insisted the school details be renewed.

The latest request was met by police officials still pleading their lack of manpower, but they did order beat patrolmen, sergeants and squad cars to pay more attention to high schools in the future.

DETROIT, Mich. — Administrative refusal to face up to school discipline cases, involving robbery, racial disturbances, hoodlum invasion of schools, and other problems have caused Detroit's union teachers to seek a clarification of discipline policy.

The Detroit's Federation of Teachers, Local 231, of which Antonia Kolar is president, wrote a letter to the superintendent and the board of education asking that a 1948 discipline policy be re-examined, and possibly amended and clarified.

Behavior Problems Listed

"An alarming increase in serious behavior problems in the De-



Miss Kastead

troit schools," and examples of administrative refusals to face up to them were cited by the Local, as follows:

Reports of outright violence, with the principal refusing to call the police, saying, "What will they think of us downtown?"

The case of a teacher on duty at dismissal time and plagued by outside hoodlums trying to force their way into the school finally having to tell the principal in the school office: "Will you call the police, or shall I?"

A mother who complained of rowdy pupils robbing her son and his friends of their lunch money being referred by the principal to a counselor who soothed, then brushed her off.

A serious racial disturbance in the making while the principal "refused even to look out of her window at the gathering mob."

A teacher faced with a criminal action because he paddled the hands of a pupil caught in repeated deliberate lies in the theft of five dollars from a teacher's purse, and the spectacle of the principal, who had also spanked the child, disclaiming all responsibility.

Urges Disciplinary Policy

In this latter case, the Local asked: "Under board policy, as we interpret it, the principal could not under any circumstances escape responsibility for discipline administered in his own office (as happened in the case) or anywhere else within

his school. Are we right or wrong?"

The Local commended the 1948 discipline policy which had evolved from experience and had worked well while adhered to in the schools.

But, the Local said, "many administrators seem to have lost sight of the policy. Some seem never to have understood it."

The Local generally asked that the board fix more clearly what teachers, principals and administrators might do in disciplinary situations, and asked that teachers and principals be

backed up even in the face of "irate and influential" parents or court suits.

President Kolar and Mary Kastead, executive secretary, presented the federation's views in person at a school board meeting. The board referred the matter to a committee for study and recommendations.

The press and public in Detroit seemed generally to favor the teachers' position. Shortly after the first meeting with the board a teacher was knocked unconscious by a pupil in a Detroit school.

Parents Endorse Discipline, Feel Schools Not Too Strict

Results of a series of national polls by George Gallup, director of the American Institute of Public Opinion, on how parents feel about discipline in the public schools, and the forms they feel it should take, appeared recently in many leading newspapers. The following excerpts from Mr. Gallup's findings as they appeared in the Chicago Sun-Times, are published in the American Teacher with special permission of the Publishers' Syndicate.

Not Strict Enough

The institute sought to determine how the public felt about discipline in the schools today. Institute reporters put the following question to a representative cross-section of adults:

"Do you think discipline in most schools today is too strict, or not strict enough?"

Here are the replies nationwide and those of men and women separately:

	Nation	Men	Women
Too strict..	2%	1%	2%
Not strict enough ..	65	70	61
About right	25	22	28
No opinion ..	8	7	9

100% 100% 100%
The 65 per cent who replied that discipline was not strict enough were then asked:

"Who do you think is more to blame for this—the school officials for being too easy on the children, or the parents for not allowing school officials to be stricter?"

	Nation	Men	Women
Parents ..	40%	43%	39%
School Officials	6	6	6
Equally at fault..	17	20	14
No opinion ..	2	1	2

% Saying
"Not Strict Enough" ..65% 70% 61%

For More Homework

One suggestion that has been advanced in some quarters as a way to keep high school teenagers occupied and out of mischief is to give them more homework to do in connection with their classroom studies. Each person was asked:

"Do you think high school students today are given too much, or not enough homework to do?"

	Nation	Men	Women
Too much..	8%	6%	10%
Not enough	39	45	34
About right	26	25	27
No opinion ..	27	24	29

100% 100% 100%
When the views of those parents who are perhaps best qualified to judge—those with children of high school age—are

analyzed, here are the results:
Too much 10%
Not enough 42
About right 36
No opinion 12
100%

SECOND POLL

Despite the restraining hand of most school boards, a majority of American parents believe that, in case of a serious breach of discipline, school officials should have the right to give pupils a "licking."

Moreover, parents of school youngsters are more inclined to approve of it than are parents of non-school-age children or those who have no children.

Here's Question

Each person was first asked: *"Do you think school officials should ever have the right to give pupils a 'licking'?"*

Here are the replies nationwide and by sex, age and size of community:

	Yes	No	Opin.
Nationwide	55%	42%	3%
Men	61%	37%	2%
Women	50	46	4
21-29 years	47%	50%	3%
30-49 years	58	39	3
50 and over....	57	40	3

Over 100,000...45% 53% 2%
2,500 to 100,000 54 41 5
Rural farm....70 27 3

Pupils' Parents Agree

Each person who said school officials should have this right when the occasion warranted it, were asked:

"Do you mean in grammar schools, in high schools, or both?"

Grammar school only.....24%
High school only..... 1
Both29
No opinion 1

Per cent saying "yes" to first question55%

Opposed Queried

Those opposed to giving such authority to school officials were asked the following question:

"What is the most severe kind of punishment you would approve for high school pupils?"

Take away privileges..... 7%
Extra homework 5
Expel from school..... 4
Stay after school..... 4
Send for parents..... 3
Take away sports..... 2
Scolding, talking to..... 2
Juvenile court 1
Set up merit system..... 1
Others 2
Don't know14

Per cent saying "no" or "no opinion" to first question.45%

Discipline and Comic Books Worry Scotch Teachers, Too

School teachers in Scotland deem it "valid and wise still" to give unruly students a taste of the tawse—the strap!

So said an article, "On Corporal Punishment," published in the Scottish Educational Journal, which commented upon a series of letters pro and con on corporal punishment by teachers, which appeared in another Scotch publication.

The article said many of the letters cited overcrowded classrooms as the cause of the need for "physical punishment," and said that, perhaps, many parents do not realize the predicament of a "teacher, probably a young inexperienced girl, faced with the task of keeping a semblance of order among forty or more big boys and girls."

One Spreads Disorder

Stating that the ordinary parent knows his own child's nature, the article said: "What many of them do not realize is that, under the influence of what we may call mob-infection, that nature is quite changed." One bad egg can excite a class, make it unruly and spread the confusion and disorder to adjacent rooms, until "the headmaster

enters... for children are little cowards too: conscious (and some ashamed) of their guilt."

In such cases, the article says, "The very presence of the strap, and a judicious use of it, would often prevent such catastrophes. Psychology is not enough."

Hit "Poisonous" Books

The same journal, in a blast at "horror-type comics" being sold in Scotland, said: "It may not be understood by our readers, however, that the comics in question are not the comparatively harmless native productions which have been on sale as long as most of us can remember, but a new type of publication emanating from America."

The story quoted a Scottish speaker who said: "We would not allow people in Glasgow, or in the British Isles, to sell poisonous sweets from their shops, yet there are shops in this country... allowed to sell literature which is not only poisonous but is guaranteed to horrify and bring fear to all who read it." He further characterized the American comics as "ugly and brutal, evil and unhealthy."

Paid Sick Leave Pays

Los Angeles Plan Helps Teachers, Pupils, Taxpayers

By Edward A. Irwin
A. F. of T. Vice-President

A paid sick leave policy results in dividends for the teachers, the children, and the school system. Even the hardest shelled economist on the Board of Education or on a taxpayer's association should be able to accept that statement, following the recent release of statistics on sick leave in Los Angeles for the past school year.

Until last year the Los Angeles system paid only half the salary of a teacher who was forced to stay out of school be-

expected, the number of teachers staying out for a day or more increased. The boost was a whopping 41 per cent. On the other hand, the total days of absence for all certificated personnel increased only 6 per cent—a figure that just about reflects the increase in the number of teachers for the same period of time.

Total cost for sick leave for all employees turned out to be \$1,859,195—a savings of \$206,577 over the estimated cost.

Summary of Plan

For years Los Angeles differed from the rest of the state. One reason for the exception of the city in the past was that teachers apparently had preferred their provision of 100 days at half pay to ten days at full pay when the issue was one or the other. Now the program is not either—but a combination of both.

With no limitations as to the cumulative feature, the plan that went into effect at the beginning of the last school year included ten full days of pay and 90 days of half pay. What was not used of the ten days full pay last year was added to the ten days allowed this year.

If a teacher was absent for illness three days last year, he will be allowed 17 days of full pay and 83 days of half pay this year. A teacher who accumulates 50 days full pay will still have 50 days of half pay if needed. In any event, the full pay days must be used first.

Teachers Didn't Chisel

All regular teachers are budgeted for full pay for the entire year, so the actual cost for illness leaves is the cost of the substitutes. No validation for absences up to five days is required. If it were, it would in many cases tend to defeat the purpose of the full pay illness leave, since a teacher would have to weigh the doctor bill against the bother involved.

Local 1021 called on its members to urge the very few teachers who might take an unwarranted advantage of the provision not to do so, since the half-pay provision could be removed. The one year trial proved—as the union said all along—that teachers would not try to "chisel" and that the paid sick leave "pays off" for everyone concerned.

Wichita Local Backs Winning Bond Issue

WICHITA, Kan.—Joint efforts by the Wichita Federation of Teachers, Local 725, and the Wichita A. F. of L. Central Trades and Labor Council in circulating leaflet on new school needs helped a school bond issue win by 37,114 to 10,903 votes.

The leaflet, illustrated by drawings, a map and figures on school needs, asked Wichita voters: "Where Will They Go to School?" and pointed out how the growing birth rate will necessitate new schools.

The publication helped win the \$7,410,000 bond issue and demonstrated the value of labor support of better education. Dan Gooden is president of Local 725.



Mr. Irwin

cause of illness. Then the state legislature passed a bill that made it mandatory that school districts give full pay for ten days, cumulative indefinitely.

This was quite a shock to everyone, although a pleasant one for teachers. The Los Angeles Teachers Union, Local 1021, had asked for the cumulative figure to be placed at 100 days, while other teacher organizations thought they'd be lucky to get 40.

Board Was Skeptical

The Los Angeles Board of Education was a little apprehensive over what the state requirement would cost the system.

Budgeted for sick leave for all employees was \$2,065,772, and board members were suspicious that the opening of deer season would see a vast increase in absences on the part of teachers. After the program was begun, a request was made for information on the number of teachers absent on the Monday following payday, as if teachers lived from payday to payday, just waiting for the hour they could stock up the wine cellar and go on a monthly binge.

Forgotten was the fact that teachers are a pretty dedicated bunch, with personal standards of duty to the profession that surprise even themselves. Teachers want to run their own classroom and are extremely reluctant to turn them over to someone else, even for a day or two.

The Union's View

The prime purpose of paid sick leave, as the union sees it, is to encourage teachers to go home and stay in bed when they first feel ill, so that they have a better chance of treating the ailment in its early stages. This way the children and other teachers are protected from exposure and the sick instructor is back on the job sooner.

This is just the way it has turned out in Los Angeles. As



Left to right, Larry Hackett and Miss Elsie Engelke, both of LaCrosse, elected president and secretary of the Wisconsin Federation of Teachers, and John Dulka, of Wisconsin State College, re-elected treasurer, at the federation's recent convention in Milwaukee, go over program for coming legislature.

Wisconsin Maps Legislation For State Aid, Pensions

By James L. Fitzpatrick
Editor, Wisconsin Teacher

Resolutions putting the Wisconsin Federation of Teachers definitely on record as "interested in social security as a parallel to our present inadequate retirement systems," and favoring "a unified board to administer the institutions of higher education," were approved at the final business session of the 22nd annual convention in Milwaukee.

As part of the 1955 legislative program, the convention urged "a revision upward of state aid for schools, the additional revenues to be provided by a special surtax on the net income tax," and maintained its opposition to a general sales tax, "since such a tax is regressive and not based on ability to pay."

A total of 96 delegates, representing 19 Wisconsin locals, was registered for the delegate sessions, the first of which was held Thursday evening, following a buffet supper and stage show.

Would Integrate Universities

At this opening business session, the Legislative Committee recommended, and the delegates approved, three proposals for solution of the state's problems in the field of higher learning. These proposals, prepared under the chairmanship of E. C. DeBriac of the Milwaukee Teachers Union, Local 252, were as follows:

1. That the WFT, jointly with the Wisconsin State Federation of Labor, support an acceptable bill integrating the institutions of higher education, if one is presented.

2. That any such bill shall provide for consolidation of the two publicly supported institutions in Milwaukee as an integral part of the University of Wisconsin.

3. That the WFT support legislation for expanding the funds now allocated for higher education in the lakeshore area.

The two publicly supported institutions are the University of Wisconsin in Milwaukee and Wisconsin State College, Milwaukee. DeBriac said that the consolidation in Milwaukee would be the Federation's second choice, to be sought only if statewide integration could not be accomplished.

For Better Retirement

The social security resolution declared that the WFT "should take the opportunity, if any now exists, to improve our retirement benefits by supplementing or co-

ordinating social security with our present retirement programs," as long as such integration does not "alter or destroy the many fine features" of the Wisconsin state teachers retirement system and the Milwaukee teachers annuity and retirement fund.

It further declared that the Federation wants "no part of any program that would diminish retirement benefits," and definitely opposed substitution of social security for the present Wisconsin and Milwaukee teacher annuity systems. The resolution called for continued study of the problems raised by the amendment to the Social Security act.

The report of the Retirement Committee, headed by Ray Munts, Local 223, of the University of Wisconsin School for Workers, also urged the re-enactment of legislation expiring next year which adds \$25 a month to the pension of some retired teachers, and asked that restrictions in the present law "withholding aid from some of the most needy and deserving" be removed.

Better Dismissal Procedures

Another significant action was the approval of a resolution "that the WFT study provisions for an adequate dismissal procedure" to be proposed to the Legislature incorporating a number of desirable features. These should include the "filing of information as to the reasons for dismissal, the provision of a 30-day waiting period following the presentation of such charges, and the right of a teacher to be represented by legal counsel at a public hearing."

This resolution was presented by Glenn Wegener of the Fond du Lac Teachers Association, Local 1004, chairman of the Resolutions Committee. Other resolutions urged the WFT and the WFTSL to send delegates to a state conference on education; endorsed the resolutions of the 1954 AFT convention on discipline; authorized the examination of the future of TV as an education aid and recommended a thorough study of the cost, the method of its function, and the adaptability of its uses; and resolved, "that teachers in the state of Wisconsin continue to be allowed free choice of membership in professional organizations and be allowed to attend the state teachers' convention of their choice without loss of pay."

Other points in the 1955 legislative program were as follows:

For Parental Liability

"We support the introduction of legislation that will provide some form of parental liability for wanton and malicious destruction, by juveniles, of public property.

"We are opposed to legislation that has for its purpose the elimination of the vocational school system as it has developed in Wisconsin. However, we believe that provision should be made for developing a true vocational high school by lowering the entrance age to 14 years.

"We urge the legislature to take the necessary steps to safeguard the reservation of both UHF and VHF channels for educational television so that future generations will not find them irrevocably lost.

"We believe that the tidelands oil reserves are rightfully the property of all the states and favor legislation that will not only correct the 'give away' action of the last Congress, but which will also earmark the revenues derived from this natural resource for much-needed federal aid for education."

Teachers Told Make Use of Publicity

PROVIDENCE, R. I.—A public relations counselor and a newspaperman told a panel on "The Taxpayer, the School Board and You," during a Rhode Island Federation of Teachers—A. F. of T. Day—that they must increasingly use publicity to make the public understand teaching and teachers' needs.

Frank McCabe, Providence public relations counselor, said teachers must dispel a conception by some of the public that teachers are "namby pamby" and lacking in human warmth. He said teachers should get "the press on their side," and that by public relations, he meant "genuine stories."

James Doyle, an editorial writer for the Providence Journal-Bulletin, agreed with McCabe and said teachers should make use of the reporter regularly assigned to school news.

They should keep him abreast of teachers' activities and keep him briefed on news in time of crisis, such as salary negotiations, answering all questions fully and never with a "no comment," Doyle said.

Federal Reserve Bank Cites Need To Up Teachers' Pay

CHICAGO, Ill.—The growing public awareness of the need for higher teacher salaries becomes more apparent every day—sometimes in surprising places, like the Federal Reserve Bank of Chicago.

This branch of the Federal Reserve system in a monthly report on "Business Conditions," said: "In terms of the nation's resources, teachers' salaries are a much bigger problem for the future than school buildings."

"Long Way to Go"

The article told its banker and businessmen readers that "there is a long way to go to reach adequate levels" in teachers' salaries, "at least, if the usual standard of adequacy is used—that is, salaries high enough to attract well-trained and capable young men and women into the teaching profession and to retain them and those already in the field in the face of the blandishments of other careers."

"Moreover, despite all the dis-

cussion and all the action of school boards and state legislatures, teachers' earnings are only a little bit ahead of inflation, compared with prewar. Their average earnings have little more than doubled since 1940, which means an increase in purchasing power of about 10 per cent. This compares, for example, with increases approximating 50 per cent for manufacturing and federal government employees."

Teachers Beleaguered

The article then described how the cyclical fluctuations of the national economy have left teachers financially beleaguered. "Considering living costs," it said, "teachers made small gains during the war which were more than offset by the 1946-48 rise in prices. Between 1948 and 1950, they made up this loss, and since 1950, despite the post-Korea price rise, there has been a real gain of about a tenth."

Education Conferences

From Page 1

them to suggest names of persons to serve as representatives to their state labor bodies.

Threat to Federal Aid

"Unless labor is on the job,"

Megel said, "this (the conferences) will be a whitewash exactly like the Commission on Intergovernmental Relations which made its recommendation, over my protest, that 'federal aid is not necessary.'"

Selma M. Borchardt, legislative representative, said in her Washington News Letter No. 2 that A. F. of T. federations and state and local labor bodies should participate in the state conferences.

She said the "statutory purpose" of the conferences is to "assist each state to bring together prior to the White House Conference on Education, educators and other interested citizens to discuss educational problems in the state and make recommendations for appropriate action to be taken at local, state and federal levels . . ."

Also Foresees Stall

Miss Borchardt also warned that the conferences may be used as stalls to hold off federal aid and that there was considerable opinion when the laws calling for them were passed that they were planned:

"(1) To delay action on the then-pending legislation seeking aid for school construction, and

(2) To develop a sentiment and support for a program which would urge greater local and state support for education and thereby inferentially oppose federal aid."

She said: "Whatever the motive may have been which prompted Secretary Hobby (Oveta Culp Hobby, secretary of the federal department of Health, Welfare and Education) to seek legislation authorizing these conferences, the conferences will be held throughout the nation and it is our job to have them emphasize the urgent and immediate need for federal aid for certain definite purposes, and ask for action in this session of Congress."

Lists School Needs

She then listed the "definite purposes" as federal aid for public school teachers' salaries, public school construction, scholar-

ships, health and welfare services for children, and the eradication of illiteracy.

She added that the conferences should also press for the elimination of segregation in public schools in those states which have it.

Federal funds and legislation may be needed to help these states provide for every student the educational opportunities which the Supreme Court has ruled are his right, she said.

Cites Remedial Example

An example of federal legislation which might help in these states was given by Miss Borchardt as the use of federal funds "in maintaining and conducting schools on federal territory in the states which may not wish to maintain a public school system. Then the citizens and their children who wish to continue their schooling would not be penalized."

She added that "if the federally supported, integrated system was of outstanding value, it would tend to attract pupils from all groups."

Labor participants were also urged to fight pressure groups' attempts to tamper with textbooks and teaching methods, and to seek improved vocational education programs.

Madison Workshop

From Page 1

discussions on problems of large schools and small schools.

President Megel will be at the workshop at least two days to lead discussion groups, one of which undoubtedly will be on "Making Our Unions Function." Other A.F. of T. officers will be available as resource people, and the committee hopes to have some of the AFL and CIO leaders who will be on the campus at the same time as discussion leaders.

Ozanne urged the two-week period beginning July 10, because during the first week the Wisconsin State AFL will be on the campus, and during the second week the UAW-CIO will be there. "This will give teachers an acquaintanceship with both AFL and CIO unions," he said.

In Beautiful Setting

Housing and meals will be provided by the university in the dormitories on the north end of the campus, a beautiful spot

Dad's Report Card



Courtesy Chicago Daily News

near Lake Mendota. The regents will not set the tuition until some time after the first of the year, but the director believes there will be no increase over the fee of \$88.50 last year.

From the tribes and all the villages,

From the prairies and the mountains,

And the shining big sea water, Should come braves and fairest maidens,

To this council of the sachems, In the sacred halls of learning.

President Megel and the Workshop Committee request all state federations to provide scholarships for A.F. of T. members, especially from their newer or smaller locals, and all locals of more than 300 members to send at least one or two representatives. Two scholarships will be provided through the American Federation of Teachers. This should insure the enrollment of the 35 or 40 that Bob Ozanne would like to have to justify his securing the talent he would like to get.

Offers Training Opportunity

Teachers from all parts of the country are invited, and anyone interested in the courses may come. But the best way for a local or state federation to get the most out of its investment is to send active members who are working their way up in the union, or new officers who can gain in background information by meeting with leaders from other locals. All are expected to contribute to the informal workshop discussions.

Fuller details of the program will be given in the March issue of The American Teacher. In the meantime, the Workshop Committee urges locals and state federations to include in their budgets sufficient funds to send one or more of their members.

President's Column

From Page 4

are in reality anti-union laws. This enactment in 17 states has come as a result of a very carefully calculated plan. The campaign for passage of "right to work" laws was centered in states with low educational standards and weak or no unions. Immediately following the passage of these laws many industries began moving from the industrial unionized areas into these low wage anti-union states, causing a depression in the economies felt all over the nation. We, as teachers, have a vital interest in the over-all economics since our income is so closely connected with the financial well-being of all Americans.

While we can rightfully bask in the reflected glory of our accomplishment, we must still shudder when we consider the difficult job that is ahead of us. However, we gain confidence in the knowledge that a united teachers' organization, working in cooperation with the American Federation of Labor, can do much toward the solution of our education and economic problems.

THE LOCAL AND NATIONAL PROBLEMS before us, while great, are yet within the realm of accomplishment. Everywhere that I have been in the past several months—in California, Utah, Colorado, Minnesota, Michigan, Wisconsin, Illinois, Florida and New England—there is an optimism and a feeling of receptiveness which we have never before experienced. Teachers and parents and citizens and our friends in labor are looking to us for direction and leadership. It is not surprising, therefore, to notice that our opposition is exerting greater pressure on teachers not to join a teachers' union but to affiliate with local teachers' organization. While we regret that these activities complicate our efforts, making organi-

New Haven Teachers Back 11-Point Plan

NEW HAVEN, Conn.—The New Haven Federation of Teachers, Local 933, is pressing an 11-point program for teacher betterment in the city—site of Yale University.

The program, listed by local President Herbert Chappell, seeks better grievance machinery, sick leave provisions, retirement laws and benefits, tenure protection, and an improvement in the salary schedule for the "sixth" year of professional training—the year beyond the master's degree.

It also pledges federation efforts for various civic and educational improvements.

zation more difficult, yet we recognize this opposition as a tribute to the effectiveness of our program. Too many administrators and school boards have not yet learned that the most efficient school system is the one where the teachers, through their union, have a democratic voice in the formulation of school policies and programs.

THE JOB IS SO BIG, there is so much to do, that we need the help and the support of all the teachers that we can enlist. We need to continue to work for federal aid to education, to provide increased salaries, smaller classes, better buildings, so that our schools will be representative of this great nation. We need to carefully analyze the advantages of social security coverage for teachers. We need to promote laws which provide better opportunities for all Americans and to prevent the give-away of our natural resources, and the reduction of taxes for the few in the upper income brackets, and we need to protect the rights of all men and women who work.

Drive To Bring Children Through Colorado Snows Starts At Kaffeeklatsch!

TRINIDAD, Colo.—Colorado school districts may be relieved of some of the heavy burden of school transportation costs as a result of "heads-up" foresight and action by the Las Animas County Federation of Teachers, Local 1015.

Local 1015, whose president is Bernice Biebusch, seized an opportunity provided by an administrator's suggestion, to help itself, school children, administration, and the public in general, by doing something about getting increased state aid for school transportation.

Transportation costs are a continuing headache for local Colorado school districts where long distances and violent winters are the rule. The state bears none of this cost.

The county high school administrator, at a meeting of his teachers and superintendents, had suggested to them that they find out the attitude of any teacher organization on the transportation problem before joining it.

At a Local 1015 kaffeeklatsch following the meeting, an administrator popped the school transport question—and Local 1015 was off.

Called Public Meeting

They called a county-wide meeting to let the public know how the Local felt about it—and to find out how the public felt about it, too.

The local notified every school board member, county commissioner, and local legislator about the meeting in the county court room and publicized it in the press and over the radio.

The meeting was held as a "public hearing" with Herriek Roth, state federation executive secretary, and A. F. of T. vice-president, as moderator. Roth, who is also a member of the

state federation's legislative committee, which is drawing up plans for a bill seeking increased state school aid, including transportation, got an earful.

A father of five related how his children could not go to school because of transportation difficulties. A school board member said 25 per cent of his district's budget went for transportation; a superintendent reported that 25 of his high school pupils were transported at a cost of \$240 per pupil, annually. There was a proposal to put two-way radios in buses which used routes where snow storms might maroon them.

"Where can we get the money?" and the question of whether the bill should say anything about transporting private school children in public buses, came up and were discussed also.

To Ask State Aid

The meeting adjourned with the general agreement that the state school finance bill should aid the districts and that aid should be apportioned on the basis of need.

Local 1015 didn't stop there, though. It plans to keep people posted on the progress of the bill through the 1955 session of the state legislature and Mr. Roth will provide "key people" with bulletins on its progress.

Steady newspaper publicity will be used to inform all county residents, and opportunities to present suggestions and problems will be available through the Local and through Mr. Roth.

Mary Antista, publicity chairman of Local 1015, writes: "We feel that this meeting did and is doing much to let the people of Las Animas County and the State of Colorado know that the C. F. of T. is interested in and working for the welfare of our schools in a way that is as demo-



A Tri-County Institute sponsored by the Tacoma Federation of Teachers, Local 461, recently heard Martha Cederberg, executive secretary of Washington State Federation of Teachers, oppose a shift of school taxes back to local levels and urge adoption of a graduated state income tax for school financing. Heard also was a discussion of teachers and unionism in New Zealand by E. Norman Ducker, New Zealand teacher here on exchange. Institute Planning Committee above is, from left, seated, Norma Anderson, Donald Jacobson, Ruth Moline, and Myrtle Nelson; standing, Bill Sullivan, Norman Grant, and Bob Jensen.

cratic, as forceful and as sincere as possible." That would seem to be something of an understatement.

Coming Events

Colorado Federation of Teachers, Jan. 8, Executive Council, Albany hotel, Denver; March 5, Executive Council and state legislative committee, AFL Center auditorium, Denver; annual convention, May 7, Colorado Springs.

Moline (Ill.) Federation, Local 791, Jan. 9, monthly meeting with panel, "Discipline Problem in the Public Schools."

Lynn (Mass.) Teacher Union, Local 1037, Jan. 12, high school scholarship benefit minstrel show. New York Teachers Guild, Local 2, March 21, dinner honoring Dr. Abraham Lefkowitz, Hotel Astor, New York City.

(Information for this listing must be received on first of month preceding month of issue.)

Detroit Teachers Help Lead Democrats To Victory

DETROIT, Mich.—When the Democratic party in Detroit dons war paint and goes forth to conquer, several members of the Detroit Federation of Teachers, Local 231, are in leadership positions.

Michigan political pundits credit much of the Democratic strength in Michigan to the work of the teachers, who have been particularly active politically since the 1948 elections.

Generally recognized as one of the smartest and most effective political organizers in Michigan is Adelaide Hart, vice-chairman of the State Central Democratic Committee. When not plotting Republican downfalls, Miss Hart performs her duties as head of the music department of Jefferson intermediate school.

She is a former member of Local 231's executive board and served one year as its full-time executive-secretary.

Hare Ex-Board Member

Another former 231 executive board member is Michigan Secretary of State James Hare, who was once a school attendance officer and a part-time teacher of government at Wayne University. He was also chairman of 231's Political Action Committee and for the past several years has been the highly successful manager of the Michigan state fair.

His former assistant manager of the state fair, Don Swanson, a teacher of special classes at Northwestern high school, and technical editor of 231's newspaper, The Detroit Teacher lost a close race for Congress from Michigan's 4th district in the last election.

He is considered as the most likely candidate for Hare's post as state fair manager. Swanson has also served Local 231 as executive board member and treasurer.

Meyers District Chairman

Democratic chairman of one of Wayne County's (Detroit) largest Congressional districts, the 17th, is Alfred Meyers, also a former Local 231 executive board member who is head of the social studies department of Redford high school. An incumbent Republican was defeated in the last election in the

17th district by Martha Griffiths, a one-time judge and state legislator.

Another successful Democratic chairman is Louis McGuinness, editor of The Detroit Teacher, and former chairman of 231's Political Action Committee, who ran the campaign in the 15th district which retained the Democratic incumbent in office after a hotly contested race.

Calls McNamara Its Own

The Detroit federation considers Senator Patrick V. McNamara as one of its own. As a long-time member of the A.F. of T., he has been friend and counselor to union officers and at their urgent request he ran for the school board six years ago, was elected by a large majority, and served the schools with distinction.

Ed. McGloin, present chairman of the Political Action Committee of 231, is also chairman of the First District Young Democrats, and second vice-chairman of the Michigan Young Democrats.

Priest Calls Anti-Unionism Subversive

LITTLE ROCK, Ark.—A Jesuit priest condemned "anti-unionism" as "one of the most dangerous forms of subversive activities," because reactionary union-hating forces are actually fighting against one of man's God-given and constitutional rights.

The Rev. J. L. Twomey, regent of the Loyola University of New Orleans law school, told an audience here that organized labor is the voice of the "small, inarticulate people," in the U. S. He noted that Arkansas, with its anti-union "right-to-work" law, ranks 47th among all states in the nation in per capita income. There is nothing Arkansas needs more than a "strong organized labor movement," the priest said.

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Redwood City Teachers Told Why To Join Union

REDWOOD CITY, Calif. — Teachers will pay part of the mounting costs of education "through a bigger work-load, pupil-wise, hour-wise and otherwise," says the Sequoia Federation of Teachers, Local 1163, in a bulletin issued to enlist non-union teachers in the American Federation of Teachers.

The bulletin—one of a series put out by the local in its membership drive—is entitled: "Will Children and Teachers Pick Up the Check for Mounting Education Costs?"

Warning that the "years which lie just ahead are critical for the schools . . . with . . . staggering problems, educational and financial," the Local says. "There will be organized and powerful pressures brought to bear to make children and teachers pay all or part of the mounting bill . . ."

All Will Suffer

Children will suffer through "the pinching down of the curriculum and less chance for help

in larger classes," and teachers "through a bigger work-load pupil-wise, hour-wise and otherwise."

The bulletin asked: "What can teachers do to counter this pressure for a short-sighted 'solution' which will harm not them alone but the society they serve as well?"

Then it answered: "Singly, no teacher can be but a lamb to the slaughter. Together, they can be strong in resistance and can marshal public support behind them."

Need Own Organization

"For such a job classroom teachers need an organization of their own which can act when need be without administrative sanction," it continued. "Administrators are too close to the pressure to buck it."

The Local invites teachers to join and "draw support from powerful and tested friends of public education—the organized American workers."

Step Up Talks For AFL and CIO Merger

WASHINGTON, D. C. — Increasing talk and stepped-up negotiations on the long-discussed possible merger of the A. F. of L. and C.I.O. have resulted from the meeting of the Joint Unity Community of the two labor organizations here.

After the meeting, A. F. of L. President George Meany, and C.I.O. President Walter Reuther issued statements indicating they felt the merger, which would unite 14,000,000 organized American workers, might be made in 1955. However, they stressed that there was no "deadline" for it.

Committee at Work

The two labor officials head the six-man subcommittee which is seeking to work out the terms of an agreement that would mean full organic unity for labor.

Meany said that if the preliminary work of the committee is completed in good time, there will be no need to wait for regular conventions of both parent organizations—special conventions to ratify the agreement could be called.

Reuther Sees Benefit

Reuther said that "all American labor and all the American people will benefit" from labor unity. He praised the A. F. of L.-C.I.O. no-raiding agreement negotiated some time ago, and said it would be "an important part" of the machinery in eliminating any jurisdictional disputes that may bar or interfere with complete, organic labor unity.

Both presidents emphasized that the integrity of all affiliates will be preserved under any unity agreement and that mergers of any individual unions in both organizations would be undertaken only after the merger of the two parent organizations.

Unity Procedure

If and when a merger plan is agreed upon, it will be submitted for approval to the full committee. From the committee it would go to full conventions of both organizations for ratification. If ratified, a joint convention of both A. F. of L. and C.I.O. would meet to establish the new, united federation.

Teacher Shortage Reaching Upper Elementary Grades

URBANA-CHAMPAIGN, ILL. — Evidence that the critical shortage of teachers is reaching the upper elementary grades along with the increased school population comes from the University of Illinois office of teacher placement in a report on employment opportunities in teaching and educational administration during the past year.

Increased demand for elementary teachers in the upper grades is reflected by the fact that 60 per cent of the elementary job openings are in this area. A comparison of the 1953-54 figures with a similar study made two years ago shows proportionately more elementary and fewer high school vacancies reported while college openings remain about the same.

The total of 9,275 vacancies reported during 1953-54, is the highest in University of Illinois history.

Labor-Management For Voluntary Manpower Program

WASHINGTON, D. C. — A joint labor-management committee has unanimously adopted a report which calls for a voluntary rather than a compulsory manpower program if war and full mobilization should come.

The National Labor-Management Manpower Policy Committee, of which A. F. of L. President George Meany is a member, submitted its report to the National Security Council. Calling for voluntary controls, it said, in part:

"Given the opportunity, the incentive, and the responsibility, men have always produced more under freedom than under compulsion. Power to compel is no substitute for intelligent leadership.

"Controls tend to become an end unto themselves rather than a means to the real end—full production. We are equally convinced that no authoritarian program imposed on citizen groups traditionally accustomed to meeting critical problems through cooperative effort could succeed in meeting the manpower problems of an extreme crisis."

Leaders in Rhode Island A. F. of T. Day



These and other participants in Rhode Island A. F. of T. Day held in Providence heard panel discussions on public relations, social security and teacher certification. From the left, William C. Bray, of Pawtucket Teachers' Alliance, Local 930; Mary K. Cullen, outgoing 930 president; Rev. John Randall, of St. Raphael Academy, Providence; Sophie Campbell, Rhode Island president; Rev. Imre Kovacs, of New York; Hope V. Carey, A. F. of T. vice president, and John A. Winters, newly elected president of Pawtucket local.

National Union Largest Teachers Group in Britain

By Gilbert Smith
Editor, The Schoolmaster

Teachers in Britain have developed a large number of associations over the years to serve their various interests and professional needs. Some are for the exchange of information and ideas on school subjects; others are for protection and security and have policies aimed at the advancement of the teachers' status in society.

Teachers are not compelled to join any organization, though most do join a professional association. But so strong is the belief in the principle of voluntary membership that, a few years ago, teachers nearly came out on strike because one school board wanted to impose a "closed shop" and make it a condition of service that all its employees, including teachers, should belong to a union or professional association.

The largest, most wealthy and most powerful of the organizations in England and Wales is the National Union of Teachers, which has 212,000 members (serving both teachers and former teachers) out of a total teaching force of some 275,000. Teachers in any kind of educational institution from the nursery school to the university are eligible to join for an annual subscription of 25 shillings (\$3.50). The basis of this organization is the local association, of which there are nearly 700. These hold frequent meetings to discuss local educational professional problems, organize refresher courses, and send delegates to formulate national policy at the annual conference held every Easter.

Has Wide Influence

The N.U.T. is non-sectarian and has no party-political affiliations. Because of its large numbers and representative character, its influence in public affairs and on the framing of educational policy is great. It lays its views before candidates in local government and national elections; its representatives sit on local school boards and national advisory committees of education. Through its weekly journal and press department it influences public opinion.

On the personal side, every member can call on the Union's legal department in times of difficulty. The rights and privileges which have come to teachers

Supreme Court Delays Hearing On Segregation

Hearings on placing school desegregation into effect have been set over by the U. S. Supreme Court until after the Senate acts on the confirmation of Judge-designate John M. Harlan to the court.

Hearings on briefs filed by 10 states and the District of Columbia on how to effectuate school desegregation were scheduled to begin in December but were postponed until January at the earliest when the new Senate will act on Harlan's appointment. The court said it would not hear the arguments until there was a full court.

through many years of sustained effort and achievement are jealously guarded by its elected leaders and permanent officials. Members can arrange sick benefits, loans for house purchase, and other friendly society advantages from the Union's associated body, the Teachers' Provident Society.

There is also a charitable adjunct, financed by voluntary subscriptions (the Benevolent and Orphan Fund) which looks after teachers' widows and orphans and other dependants, runs old people's homes and helps teachers in financial distress.

Works for Better Status

The Union's work is not confined to its protective functions. Formed in 1870, at a time when teachers worked under appalling conditions, the Union has waged an unceasing struggle for the interests of children and the status of the profession.

By consultation at national level with the Ministry of Education it exerts continuous efforts to secure better school buildings, better educational materials, smaller classes, and improved working conditions and salaries for teachers.

Parallel associations in Scotland and Northern Ireland, with which the N.U.T. is in constant and friendly consultation, are the Educational Institute of Scotland, and the Ulster Teachers' Union.

Apple Polishing Centuries Ago, Teacher Feted

WASHINGTON—The first "apple polisher" in recorded history was a Sumerian schoolboy who, some 2,000 years before the Christian era began, buttered up his teacher with a home-cooked meal, reports the National Geographic Society.

Dr. Samuel Noah Kramer, curator of the clay writing tablet collection in the University of Pennsylvania Museum and the university professor of Assyriology, unearthed the story as he pored over cuneiform symbols graven on tablets dug up in Iraq.

Ring, Clothes, Too

Before him, he realized, lay a schoolchild's diary. In it the lad bewailed a day marked chiefly by the number of canings his teacher had given him. The discouraged boy asked his father to invite the headmaster home for a meal. The parent not only did so, but gave the teacher a new garment and a ring for good measure.

The plan worked perfectly. After dinner, the master told the anxious student, who probably still smarted from the canings: "You have carried out well the school's activities, you have become a man of learning."

Long Unknown Kingdom

The first apple polisher belonged to a people who may have been the first to make enduring written records. Oddly, the very existence of the little kingdom of Sumer, between the Tigris and Euphrates rivers in Mesopotamia was not even suspected by modern scholars until less than a century ago.

Through Greek and Hebrew writings, archeologists knew of Assyria and Babylon and had located them geographically. It was during their digging for relics of these later civilizations that they first came upon clay tablets which, when deciphered, proved to be written in the Sumerian tongue.

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WHEN CHICAGO TEACHERS NEED A LOAN

Their Credit Union Helps Them Pay Doctors, Buy New Homes

By Lemuel E. Minnis*

Suppose you were suddenly hit with a costly accident or illness and needed money quickly.

Well, if you were a member of the Chicago Teachers Union, Local 1, you could go to the Union Teachers Credit Union and get it at a rate of interest lower than would be charged at almost any other credit source.

The Union Teachers Credit Union has lent a helping financial hand to thousands of Chicago teachers when their needs were for anything from medical or dental expenses to a down payment on a farm. It has financed teachers for purchase of appliances, automobiles and homes; tractors, airplanes, cabin cruisers and even tombstones.

How It Started

One evening in the depression year of 1930 when many teachers were on their financial uppers, Mr. Howard Bechtolt, now president of the Union Teachers Credit Union, heard a radio address by Edward A. Filene, Boston mercantile millionaire, on the subject of credit unions. This was a pet subject of Mr. Filene's—he gave over a million dollars of his personal fortune to help set them up in this country and in Canada.

Mr. Bechtolt thought that a credit union for his organization—the Men Teachers Union—would be a good idea and he broached the idea to the union officers. They contacted Mr. Filene, who sent Mr. Tom Doig, a credit union expert who is now managing director of the Credit Union National Association, (CUNA), to help the union set one up.

When Mr. Doig departed, the men teachers had a credit union. It later became an all-inclusive organization when the Chicago Teachers' locals amalgamated in 1937 to form the present Local 1. It later expanded to include the other Chicago locals—librarians, school secretaries and truant officers. Members' spouses and their unmarried children if living under one roof may also be members.

First Growth Slow

At first, growth was slow and one man, Mr. Frank Henke, was able to handle the credit union until 1939. In 1936, all 229 members had held shares of \$7,856 with loans outstanding of \$7,036.73. But with the formation of Local 1, teachers, who for years had been dependent on higher-interest lenders, began flocking to the credit union.

At times, demand for loans exceeded the money supply on hand and the "CU" grew from a one man operation to its present size of six full-time and two part-time employees. Operations once done laboriously by hand, such as opening letters, are now done by sleek, modern machines, which have paid for themselves many times over in increased efficiency and reduced costs.

As of August 31, 1954, the credit union had assets of \$4,102,769.37. A total of 5,750

members had shares of \$3,400,655.10. Outstanding loans to members totaled \$2,251,166.81.

It provides three primary services for members. It encourages thrift by providing a safe, convenient place for savings, and for the past several years has paid a three per cent dividend annually to owners of full shares. Shares are valued at five dollars each. It also provides a convenient source of credit at a low rate of interest, in many cases, for persons who could not get credit elsewhere. The needs of the member, not of the union, are given first consideration. Credit unions are cooperative ventures. They are organized



Mr. Minnis

for service, not for profit. But by rendering service, a fair profit is made which is paid out to members in two ways: As interest on their savings in the "CU," and, in as low a rate of interest as profit levels permit. The more profit, the lower the interest rate. To secure the maximum of these benefits, however, members must use their credit union so as to maintain a high volume of business.

Teaches Money Management

Thirdly, a credit union enables members to learn about democratic management of their own money. Using their credit union in personal financing and maintaining an interest in it, enables members to know how to manage their credit, savings and other financial dealings. The credit union gives expert advice on all these matters and says to teachers: "If you have money, bank with us; if you need money, bank on us."

We constantly strive to educate our members to borrow from us and pay cash for goods they intend to purchase on installment. Thus they make the savings usually offered for cash purchase of goods, and also pay us back a much lower rate of interest than the company selling the goods will charge. When members borrow from the credit union, for all the many purposes we may lend money for, they are helping themselves in another way. With a sufficient volume of loans, we can refund to them a substantial share of the



Section of the Union Teachers Credit Union Office

interest they paid on their loans from us during the year, which has the effect of lowering the interest rate still further.

Almost all teachers use installment credit, as do most other Americans. Using the credit union they pay cash borrowed at a low rate of interest as explained above. The money they save by doing this in many cases is more than they pay in union dues every year—thus they get back their union dues, maybe more, in the savings made through low credit union interest rates, rather than high installment credit carrying charges or interest.

Now Helps With Homes

Under a recent change in the state law governing credit unions, we were permitted to raise our loan limits and are now in a position to help teachers meet the down payments on purchases of new homes, and every effort is made to help teachers seeking to buy their own homes.

How are your savings in a credit union secured? If you had any amount up to \$1,000 deposited before you reached age 55, in the event of your death, your estate would receive an amount of insurance equal to the amount of your savings, plus the amount saved itself. For example, if you had \$200 deposited as savings in the credit union, your estate would receive that \$200 plus \$200 from insurance—on a dollar for dollar matching basis.

If you are over age 55 when you deposit your savings, the amount of insurance is cut on a percentage basis which is based on your age but goes no lower than 25 per cent, and goes that low only if you are between ages 65 and 70.

How Loans Are Made

If you wanted a loan, here's what you would do: You would visit the office in downtown Chicago and, if you wanted a loan of \$500 or less, fill out an application stating the reason, (required by law). Then you would sign a note pledging to make all payments with interest promptly and on the dates specified. This loan is secured on your signature only.

If you wanted more than \$500, you could borrow up to \$5,000 following the same procedure as

for a signature loan, but with suitable security. Free financial advice is available, and the credit union has plucked many a teacher from the mire of care-less financing through this advice. Our experience has proved that many otherwise competent, even brilliant, teachers have trouble in their own personal finances.

The credit union's services are available to teachers' union members only. Consequently, we have acted indirectly as an organizing arm of the union; many teachers have joined in order to have access to the credit union and have gone on to become staunch union teachers.

During the financially arid summer months, the credit union

More than 475 credit unions are being operated by A. F. of L. affiliates, in this 107th anniversary year of the founding of the first one in the United States. More than seven million people have borrowed from them.

ion channels an average of 30 loans a day into the vacation-parched pocketbooks of union teachers. During the school year it makes an average of 15 loans a day. Most of our summer loans, of course, are for living expenses.

Has Loaned 12½ Million

Since the organization of the credit union, it has loaned a total of \$12,598,550. The amount of "bad" or uncollectable loans made reflects the experience of credit unions generally—they are practically non-existent. A total of .4 of one per cent of our loans have been uncollectable—and, given time—half of these eventually have been paid, giving us a final average of only .2 of one per cent loss. Union teachers' credit is good and many teachers give the credit union as a credit reference.

The credit union is democratically operated. The membership elects the directors who name the officers and all are responsible to the membership. The annual meeting is held in a downtown hotel and is followed by the annual luncheon—an affair which has become a major

social function of Local 1 credit union members.

All officers except the treasurer serve without pay but are reimbursed for expenses incurred in the performance of credit union work. The "CU" carries paid advertisements in the Chicago teachers union newspaper and at the start of every school year, all Chicago teachers are sent a school calendar with holidays enclosed in parenthesis and the 20 paydays marked in red. This acquaints them with the fact that Local 1 has a credit union. It is an aid to union organization.

All loans and savings deposits are insured by CUNA. Some years ago, a union teacher borrowed \$2,500 from the "CU" on May 31. Illness forced her to quit teaching on June 6, and on June 13, she died. In July, we collected from CUNA the \$2,500 plus the small amount of interest which had accrued on the loan.

Borrowers Are Grateful

The solid growth and success of the credit union is outstanding proof of the need which it filled in teachers' lives. Over the years, we have received hundreds of warm, sincere letters and words of gratitude from teachers helped, and they are eloquent testimony of the union's worth.

The officers also feel a deep sense of personal satisfaction from these expressions of thanks because they are tangible evidence of how the "CU" has met a felt need in teachers' lives and from the fact that the "CU" has been good for Local 1 and teacher unionism. It is for this reason that many of them, busy in their teaching and other tasks, devote their time freely and willingly to it.

There is no better proof of the worth of credit unions than the fact that credit union directors, in Illinois at least, have their own credit union. The writer is a member of the credit union of the Illinois Credit Union League and is not averse to telling the readers that he has at times availed himself of the advantages provided by that organization in low interest rates and other services.

*Treasurer and Credit Manager of the Union Teachers Credit Union, Chicago, and principal of Byford Elementary School, in the same city.



Mr. Werre

Illinois in Membership Drive!

SPRINGFIELD, Ill.—The Illinois State Federation of Teachers has the largest number of union teachers of any state and is currently the 12th largest affiliate in the Illinois State Federation of Labor, even though only 34 of its 46 locals are affiliated with the state labor body. The I.S.F.L. has 900,000 members.

But the teachers federation, still looking for members, is now in a drive to enroll more teachers, plans for which were formulated by the federation's executive council.

Walter Werre, president of the council, in announcing the drive said: "We deem it im-

portant that teaching standards and working conditions keep apace with public education advances, and feel that these can best be advanced with union organization."

Labor Takes Lead

Roy Deffenbaugh, of Springfield, organization chairman of the federation, said the effort is based on the premise that "no other group has done more than organized labor to consistently support good public education for all children."

His statement is backed up by the action of the Illinois State Federation of Labor Convention in Peoria, which adopted six resolutions concerning teachers which were proposed by the I.S.F.L. education committee.

John Desmond, of the Chicago Teachers Union, Local 1, and Raymond Kroelich, of the Rockford Federation of Teachers, Local 540, were co-secretaries of this committee. Deffenbaugh was its chairman, and Ella Harrison, of Local 1, was a member.

For School Improvement

The resolutions called for more state financial aid to schools, reduced class sizes, collective bargaining rights, protection of existing teaching certificates, better tenure laws, and establishment of a research department in the office of the state superintendent of public instruction.

Elsewhere on the Illinois

front, a report of the state federation's professional standards committee compiled with the aid of three executive council members, loosed a blast at the so-called "doctrine of interest."

The report attacked the "doctrine" as "too often a shield absolving school authorities from unpleasant reality." It rapped the idea that "if only the teachers would make the work interesting (to students) all problems would vanish."

The report denies that everyone is capable of interest, and says that the application and effort that follow interest cannot "spring fully developed from those who need to be entertained or hoodwinked into effort or attention."

Baltimore Finds Out

How Low Are Teachers Salaries, Why Students Shy from Teaching

Picture on Page 2

BALTIMORE, Md.—Sweet, like those of adversity, are the uses of research. Further improving on Shakespeare, who found "sermons in stones," the Baltimore (Md.) Teachers Union, Local 340, gave sermons in statistics to the board of school commissioners in that city—incorporated in solid research studies of two related school problems.

Both studies added up to eloquent sermons on what is needed to attract young Baltimoreans to teaching careers and also what is needed to bring lagging teacher salaries up to par with those of carpenters and plumbers.

The report was compiled by Henry Waskow, chairman of the local's salary committee, assisted by Isaac Miller, committee member and also the local's Executive committee.

One study—"Occupational Choices and Related Information"—sought to find out why Baltimore high school graduates shy away from teaching careers. The Union gave questionnaires to 1,187 boy and girl high school graduates in college-preparatory curricula of the public schools.

High school graduates were chosen after it was found there was insufficient time to quiz local college graduates.

The Answers Sought

The questionnaires sought information on graduates' occupational preferences; how much they planned to earn at the start and after 11 years on the job; why they preferred or did not prefer teaching, and other questions.

The study showed that 25 per cent of the girls planned to enter teaching while only six per cent of the boys said they wanted to teach.

Of the boys who chose occupations other than teaching, 62 per cent based their job preference on "satisfactory income," and 55 per cent on "greater personal interest" in some other field.

Of the girls seeking other than teaching careers, 60 per cent said they had greater personal interest elsewhere, 50 per cent saw a more satisfactory income in other jobs.

Reasons for Rejection

The graduates were asked to check four of 10 reasons listed for rejecting teaching as a ca-

reer. The 10 were: Working Conditions, Low Salary, Example of Teachers, Lack of Opportunity for Promotion, Lack of Opportunity for Service, Over-Demand of Service, Greater Interest Elsewhere, Lack of Prestige, Don't Like to Work with Youngsters, and "Other."

While greater personal interest and low income figured importantly, enough of the others were checked to prompt the study to conclude that more than salary increases were necessary to insure a sufficient flow of local talent into teaching in Baltimore—particularly boys.

The union called for steps to awaken interest in teaching, improving working conditions, emphasis on opportunities for educators other than in the classroom, and more factual information on actual teacher incomes.

Real Incomes Studied

The second study was laboriously compiled by the union from publications of the U. S. Department of Commerce, local government agencies, and private groups. It demonstrated for the Baltimore school board how teachers' purchasing power had either declined, or increased only minutely, since 1939 compared with other professional and with industrial workers' purchasing power.

The study compared the real income of persons working in selected industries representing a broad cross-section of employment, and in the professions of medicine, law, engineering, and dentistry.

Real income as opposed to money income can best be illustrated by the fact that a real 1939 dollar is worth about 50 real cents today. The union adjusted for this change in purchasing power and value of the dollar, and also for federal income tax deductions, in computing the averages. It used the years 1939, 1952 and 1953 as base years—1952 only where 1953 figures were unavailable.

Teachers' Income Dropped

The study showed for example, that the real income of a family of four, dependent upon manufacturing employment, had increased in the period studied by 60 per cent. A family of four dependent on a Baltimore school teacher had its real income decreased by 10 per cent in the same period.

A single person in manufacturing employment was better off by 41 per cent in 1953 than

1939; a single Baltimore teacher better off by three per cent.

A single dentist in 1952 was 38 per cent better off in real income than in 1939; a Baltimore classroom teacher, three per cent; an engineer, 27 per cent; medical personnel, 22 per cent.

An employee of a liquor store

with a family of four had a 22 per cent increase in real income since 1939; a Baltimore teacher with the same number of dependents, was only 12 per cent better off.

The entire study testified to the dreary truth that most other classes of workers have far outstripped teachers in real income over the past 14 or 15 years.

Averages Also Shown

In computing the averages, the union used indirect comparisons when direct comparisons were unavailable. However, all factors were statistically bal-

anced out to reflect the true picture of teacher income as compared to other.

The union provided the board with these facts, its accompanying letter said, in order that the board would take leadership in gaining public support for solving the teacher income problem.

The union said the public, once enlightened on the facts of teacher income, would meet the cost of increasing teacher salaries, thus attracting more and better teachers, upholding high standards and improving education in Baltimore.

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